

Cross Elementary

1325 Ranger Dr.
Cross, SC 29436

Grades	PK-6 Elementary School	
Enrollment	522 Students	
Principal	Carolyn Myers-Gillens	843-899-8916
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Kathleen Bounds	843-761-5437

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	24	81	38

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Average	No
2004	Average	Good	Yes
2005	Average	Below Average	No
2006	Average	Below Average	Yes

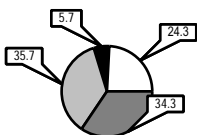
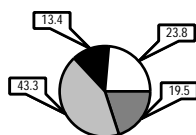
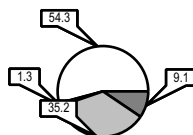
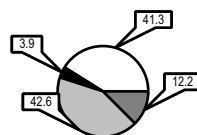
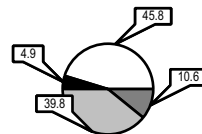
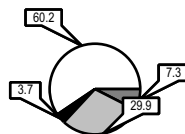
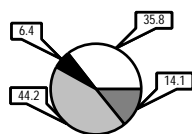
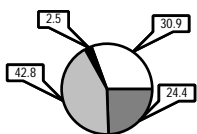
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	259	100.0	24.3	35.7	34.3	5.7	50.4	Yes	Yes
Gender									
Male	136	100.0	35.6	36.4	27.1	0.8	37.3	N/A	N/A
Female	123	100.0	12.5	34.8	42.0	10.7	64.3	N/A	N/A
Racial/Ethnic Group									
White	64	100.0	25.5	23.6	47.3	3.6	60.0	Yes	Yes
African American	172	100.0	24.7	41.0	27.7	6.6	45.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	22	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	208	100.0	11.5	39.0	42.3	7.1	61.5	N/A	N/A
Disabled	51	100.0	72.9	22.9	4.2	0.0	8.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	259	100.0	24.3	35.7	34.3	5.7	50.4	N/A	N/A
English Proficiency									
Limited English Proficient	18	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	241	100.0	25.0	36.2	33.0	5.8	49.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	219	100.0	24.7	37.4	32.3	5.6	49.0	Yes	Yes
Full-pay meals	40	100.0	21.9	25.0	46.9	6.3	59.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	259	99.6	23.6	43.2	19.7	13.5	45.9	Yes	Yes
Gender									
Male	136	99.3	28.2	45.3	17.1	9.4	39.3	N/A	N/A
Female	123	100.0	18.8	41.1	22.3	17.9	52.7	N/A	N/A
Racial/Ethnic Group									
White	64	98.4	16.7	40.7	24.1	18.5	50.0	Yes	Yes
African American	172	100.0	27.1	44.0	16.9	12.0	42.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	22	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	208	99.5	12.7	47.0	23.8	16.6	55.8	N/A	N/A
Disabled	51	100.0	64.6	29.2	4.2	2.1	8.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	259	99.6	23.6	43.2	19.7	13.5	45.9	N/A	N/A
English Proficiency									
Limited English Proficient	18	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	241	99.6	24.2	43.9	18.4	13.5	44.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	219	100.0	25.3	44.4	19.2	11.1	43.4	Yes	Yes
Full-pay meals	40	97.5	12.9	35.5	22.6	29.0	61.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	259	99.6	54.1	35.4	9.2	1.3	10.5
Gender							
Male	136	99.3	55.6	35.0	7.7	1.7	9.4
Female	123	100.0	52.7	35.7	10.7	0.9	11.6
Racial/Ethnic Group							
White	64	98.4	33.3	51.9	14.8	0.0	14.8
African American	172	100.0	62.7	27.7	7.8	1.8	9.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	22	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	208	99.5	47.5	39.8	11.0	1.7	12.7
Disabled	51	100.0	79.2	18.8	2.1	0.0	2.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	259	99.6	54.1	35.4	9.2	1.3	10.5
English Proficiency							
Limited English Proficient	18	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	241	99.6	55.2	34.1	9.4	1.3	10.8
Socio-Economic Status							
Subsidized meals	219	100.0	56.6	34.8	8.1	0.5	8.6
Full-pay meals	40	97.5	38.7	38.7	16.1	6.5	22.6

Social Studies							
All Students	259	99.6	41.0	42.8	12.2	3.9	16.2
Gender							
Male	136	99.3	48.7	33.3	14.5	3.4	17.9
Female	123	100.0	33.0	52.7	9.8	4.5	14.3
Racial/Ethnic Group							
White	64	98.4	31.5	42.6	20.4	5.6	25.9
African American	172	100.0	44.6	42.8	9.6	3.0	12.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	22	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	208	99.5	30.4	49.7	14.9	5.0	19.9
Disabled	51	100.0	81.3	16.7	2.1	0.0	2.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	259	99.6	41.0	42.8	12.2	3.9	16.2
English Proficiency							
Limited English Proficient	18	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	241	99.6	41.3	42.6	12.1	4.0	16.1
Socio-Economic Status							
Subsidized meals	219	100.0	43.9	42.9	9.6	3.5	13.1
Full-pay meals	40	97.5	22.6	41.9	29.0	6.5	35.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	46	100.0	23.3	27.9	41.9	7.0	48.8
	4	56	100.0	19.6	39.2	39.2	2.0	41.2
	5	77	100.0	32.4	52.9	14.7	0.0	14.7
	6	69	100.0	30.6	41.9	22.6	4.8	27.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	61	100.0	19.6	27.5	52.9	0.0	52.9
	4	53	100.0	38.3	40.4	19.1	2.1	21.3
	5	64	100.0	20.7	34.5	34.5	10.3	44.8
	6	81	100.0	21.6	39.2	31.1	8.1	39.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	46	100.0	14.0	46.5	32.6	7.0	39.5
	4	56	100.0	23.5	33.3	19.6	23.5	43.1
	5	77	100.0	25.0	51.5	13.2	10.3	23.5
	6	69	100.0	27.4	43.5	21.0	8.1	29.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	61	100.0	19.6	60.8	17.6	2.0	19.6
	4	53	100.0	31.9	44.7	17.0	6.4	23.4
	5	64	100.0	20.7	27.6	19.0	32.8	51.7
	6	81	98.8	23.3	42.5	23.3	11.0	34.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	46	100.0	34.9	46.5	16.3	2.3	18.6
	4	56	100.0	51.0	37.3	7.8	3.9	11.8
	5	77	100.0	60.3	33.8	4.4	1.5	5.9
	6	69	100.0	66.1	22.6	6.5	4.8	11.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	61	100.0	51.0	45.1	3.9	0.0	3.9
	4	53	100.0	70.2	25.5	2.1	2.1	4.3
	5	64	100.0	31.0	44.8	20.7	3.4	24.1
	6	81	98.8	64.4	27.4	8.2	0.0	8.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	46	100.0	16.3	48.8	25.6	9.3	34.9
	4	56	100.0	33.3	62.7	3.9	0.0	3.9
	5	77	100.0	55.9	36.8	4.4	2.9	7.4
	6	69	100.0	30.6	43.5	9.7	16.1	25.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	61	100.0	21.6	56.9	17.6	3.9	21.6
	4	53	100.0	68.1	27.7	4.3	0.0	4.3
	5	64	100.0	36.2	51.7	8.6	3.4	12.1
	6	81	98.8	41.1	35.6	16.4	6.8	23.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 522)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.6%	Up from 3.8%	4.0%	2.8%
Attendance rate	96.3%	Up from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 9.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 9.7%	0.0%	0.0%
Eligible for gifted and talented	4.9%	Down from 7.5%	4.0%	10.4%
On academic plans	35.2%	N/AV	48.8%	33.6%
On academic probation	0.7%	N/AV	2.1%	1.0%
With disabilities other than speech	12.3%	Down from 14.9%	7.2%	7.5%
Older than usual for grade	2.0%	Down from 2.3%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	59.4%	Down from 67.6%	51.9%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.1%	2.5%	0.0%
Teachers returning from previous year	88.1%	Up from 87.5%	84.0%	87.3%
Teacher attendance rate	93.6%	Down from 93.8%	94.6%	94.9%
Average teacher salary	\$44,667	Up 5.4%	\$41,427	\$42,485
Prof. development days/teacher	16.9 days	Down from 17.6 days	14.2 days	13.3 days
School				
Principal's years at school	20.0	Up from 19.0	4.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Up from 15.8 to 1	16.5 to 1	18.6 to 1
Prime instructional time	89.2%	Up from 89.1%	88.6%	89.7%
Dollars spent per pupil*	\$8,087	Up 2.3%	\$7,521	\$6,557
Percent of expenditures for teacher salaries*	52.9%	Down from 56.5%	61.3%	64.0%
Percent of expenditures for instruction*	56.9%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Average	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cross Elementary School has created a positive climate for learning centered on its school motto, I BELIEVE IN MYSELF...I CAN! Its vision is to establish a learning community that maximizes students' learning potential while empowering them to become successful, productive citizens and lifelong learners. Cross Elementary is committed to providing all students with opportunities to reach their fullest potential supported by a committed school and community.

The school population is unique and ranges from four-year-old child development through sixth grade. The school is fully accredited by the Southern Association of Colleges and Schools and qualifies for Title I federal funds based on a free and reduced lunch rate exceeding 85%.

The school offers a wide variety of educational programs to benefit all levels and styles of learners. A fine arts program provides students with quality learning in art, music, library and physical education. In addition, band is offered to fifth and sixth grade students. All students receive computer-assisted instruction weekly. Students in grades 4-6 needing additional instruction in math and reading are identified and provided assistance in after-school tutoring classes. Selected first through sixth grade students are provided tutoring and extra-curricular activities through a 21st Century grant.

Cross Elementary has previously twice been awarded the Palmetto Silver Award. The school, in collaboration with the School Improvement Council, was successful in implementing and achieving its programs and goals through service learning projects, School-to-Work grants, EIA grants, school volunteers, business and community partnership, family literacy programs, Annual Career Day, DADS mentoring program, and the school-wide Accelerated Reading incentive program.

There is a continued emphasis on professional growth and development for the Cross Elementary staff. All staff members are trained in Comprehensive Literacy, Curriculum Mapping, and grade-level-appropriate science kits. Teachers, administrators, and classified staff are given opportunities to grow professionally and enhance their skills by participating in local workshops and state conferences. In addition, several teachers participated in staff development, How Boys and Girls Learn Differently, to improve planning and instruction.

A representative amount of academically gifted students in grades 4 and 5 have been recipients of Duke TIP. Student achievement in grades 1 through 6 continues to show improvement in English/language arts and mathematics. Test score gains in subgroups have earned CES deregulation status. The adoption of a new balanced language arts approach and the use of best practices in mathematics for grades one through six will assist with efforts for continued academic performance and student success.

Carolyn M. Gillens, Ed.D, Principal

Angelia D. Scott, School Improvement and Curriculum Facilitator

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	71	29
Percent satisfied with learning environment	100.0%	77.1%	62.1%
Percent satisfied with social and physical environment	100.0%	77.5%	60.7%
Percent satisfied with school-home relations	77.4%	90.1%	72.4%

*Only students at the highest elementary school grade level at this school and their parents were included.